



Annual Joint Report on Pre-Kindergarten through Higher Education In Tennessee

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January 31, 2012

**Tennessee State Board of Education
Tennessee Higher Education Commission**

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Joint Report on Pre-Kindergarten through Higher Education in Tennessee January 2012 Report

The Annual Joint Report on Pre-Kindergarten through Higher Education in Tennessee complies with the requirements established in T.C.A. §49-1-302(a)(10). The act directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and General Assembly, all public schools, and institutions of higher learning and their respective boards. This report is to include, but is not limited to, a discussion of the following four areas:

- The extent of duplication in elementary, secondary and postsecondary education;
- The extent of compatibility in high school graduation requirements and admission requirements of postsecondary institutions;
- The extent to which respective master plans of the board and the higher education commission are being fulfilled; and
- The extent to which state needs in public education are being met as determined by such board and commission.

This year's joint report marks the continuation of a new era for education in Tennessee, in response to the special session of the 106th General Assembly (2010), including First to the Top and the Complete College Tennessee Act. Each is focused on raising the level of statewide accountability and support in K-12 schools and institutions of higher education.

Taken together, this work provides the framework for collaboration between all state systems of education, addressing the overarching need to produce a higher proportion of college- and career-ready graduates. Tennessee will use this framework to make significant progress toward increasing postsecondary educational attainment to the national average by 2025.¹

Minimizing duplication in elementary, secondary, and postsecondary education:

Both the Board and the Commission have developed master plans^{2,3} to guide policy development and resource allocation in public education. The plans, while comprehensive, have sharpened the focus of standards requiring progressive student achievement from pre-kindergarten through higher education and have minimized duplication.

This marks the first year in which local education agencies implemented new teacher and principal evaluation models, focused on the goals of First to the Top legislation.

¹ This goal, which aims to increase the number of Tennessee adults with an associate's degree or higher to the national average, requires that cumulative degree production is increased by 26,000 new degrees by 2015 and 210,000 by 2025.

² State Board of Education Master Plan, FY 2008-2012, <http://tn.gov/sbe/masterplan.htm>

³ The Public Agenda for Tennessee Higher Education 2010-2015, <http://www.tn.gov/thec/Divisions/Commission/commissionmeetings/Archives/2010/summer/I.A.1.%20Attachment%20-%20Master%20Plan.pdf>

The piloting, review, and implementation of such models included extensive collaboration between pre-K through 12 and higher education stakeholders.

Higher education will continue to have a significant role in achieving the overall goals of First to the Top. THEC will continue to assist DOE through the following projects: (1) Integrating Common Core Standards into Pre-Service; (2) Integrating Tennessee's Value Added Assessment System(TVAAS) into Pre-Service; (3) School Leaders Supply and Demand Study; (4) UTeach Program Replication; (5) Teacher Preparation Program Effectiveness Report Card; and, (6) STEM Professional Development.

Data Integration

Expansion and integration of Tennessee's K-12 and higher education systems continues, in order to ensure that data inform decisions at every level of public education. As K-12 teachers are held accountable for understanding TVAAS, THEC is collaborating with teacher preparation programs to develop teachers that can use data to improve instruction. Module based instruction is currently being implemented for integration into teacher pre-service programs that will train future teachers on the use of TVAAS in understanding and improving student achievement.

In addition to using TVAAS data in the classroom, THEC is also using that data to bring information to bear on the efficacy of teacher training programs through the *Tennessee Report Card on the Effectiveness of Teacher Training Programs*. This report provides an analysis of the effectiveness of the over 40 teacher training programs in three areas: 1) Placement and retention; 2) PRAXIS test scores; and, 3) TVAAS results. A School Leader Study currently under development will also use multiple measures to assess the efficacy of school leader training programs.

Furthermore, a comprehensive longitudinal data system will link K-12 and higher education data systems into a seamless repository of student performance data. This database, the Statewide Longitudinal Data System (SLDS), is being funded with Race To The Top dollars and implemented with cooperation between the Department of Education, TBR, UT, THEC, and the Center for Business and Economic Research. Ultimately, the SLDS will facilitate more robust characterizations of the various educational, social and behavioral conditions that influence students' progress from earliest child care, through P-20, and into the workforce.

Common Core Standards

Following adoption of the Common Core Standards in English and Mathematics in July 2010, Tennessee has engaged in a comprehensive approach to ensure both educators and students are poised to succeed under the new standards. The Department of Education has developed a comprehensive plan for implementing the Common Core Standards in all K-12 classrooms by 2013-14. This includes communicating the new standards, supporting the transition from the Tennessee Diploma Project Standards to the Common Core, and providing resources to teachers and school leaders in implementation. In addition to training current teachers on the Common Core Standards, work is underway to ensure that students being trained to become teachers will be equipped to teach to the new standards. THEC is working with state and national experts on the development of a pre-service curriculum aligned to the Common Core Standards. This curriculum will be an integral component of

teacher training programs in developing competence in content and pedagogical skills around the Common Core. THEC has also fully committed funds available under the federal Improving Teacher Quality grant program and the STEM Professional Development Race to the Top project to provide rigorous professional development to in-service teachers regarding the new standards, funding projects across the state that will train teachers from high need school districts.

As the implementation of the Common Core standards continues, the method of assessing student competence in these standards is also under development. As a governing state in the Partnership for Achieving Readiness in College and Career (PARCC) consortium, Tennessee is working with 25 other states to develop a common assessment that will provide an indication of the student's competence in the common core standards in English and Mathematics as well as the readiness of the student to succeed in entry-level, credit bearing college coursework to be piloted in 2012 and implemented in 2014.

Developmental Instruction

Tennessee is taking a proactive approach to ensuring student success in post-secondary education through developmental instruction. The Tennessee Developmental Studies Redesign Project has transformed developmental math and English instructional delivery and curriculum using technology supported, active-learning strategies. The project redefines developmental and remedial education as learning support aimed at increasing student success in higher education. Six Tennessee Board of Regents institutions are currently participating in the project through grants awarded by the initiative.

The Complete College Tennessee Act (CCTA) requires that no postsecondary remedial and developmental classes be taught in public universities by 2012.

Postsecondary Access

Through multiple options for high school students to pursue higher education, these efforts are increasing access to postsecondary education. Tennessee Education Lottery Scholarships funded over 101,000 postsecondary students in the 2010-11 academic year. In the Spring of 2011, the Tennessee General Assembly continued to provide incentives for more efficient completion of education and training programs through a change in scholarship policy that allows for funding during Summer terms. Additionally, Dual Enrollment Grants provided simultaneous high school and college credit for nearly 16,500 high school students.

The extent of compatibility in high school graduation requirements and admission requirements of postsecondary institutions:

The requirements for high school graduation are compatible with the admission requirements at Tennessee public universities, which are being revised to address the additional unit in mathematics and the prescribed science sequence of the new Tennessee high school single diploma core. In 2007, Tennessee joined the American Diploma Project (ADP) network. The ADP's four key priorities are to:

- Align high school standards with the demands of college and work;
- Require students to complete a college- and career-ready curriculum so that earning a diploma ensures that a student is ready for postsecondary opportunities;
- Build college- and career-ready measures into statewide high school assessment systems; and
- Hold high schools and postsecondary institutions accountable for student preparation and success.

Implementing these priorities resulted in revised high school graduation requirements beginning with the graduating class of 2013 and revised university admission requirements beginning in the fall of 2013.

This year, the State Board of Education clarified high school end of course examination requirements. Students that have successfully completed college courses, earning both college and high school credit are eligible for exemption, except in the testing areas required to meet the goals of federal No Child Left Behind legislation.

Tennessee high school graduation requirements are listed in **Appendix A**. Current high school course requirements for regular undergraduate admission in Tennessee public universities through Fall 2012 are listed in **Appendix B** and new requirements will be updated in Fall 2013.

<p>The extent to which respective master plans of the board and the higher education commission are being fulfilled:</p>

State Board of Education

The State Board of Education's vision is to prepare all Tennessee children for successful postsecondary work, education, and citizenship. The Board's Master Plan includes policy goals to ensure equal access to the education constitutionally guaranteed to all Tennessee children and necessary for the success of individual children, their communities, the State, and the nation. The goals embodied by the vision and the student outcomes used to measure progress toward those goals are built upon four foundational principles.

Foundational Principles

Focus on the following principles will make the Board's vision a reality for Tennessee children:

- Effective school leaders
- Effective teachers
- Rigorous, relevant curriculum
- Resources sufficient to achieve the vision

Goals

To achieve its vision, the Board has set the following goals:

- Successful transitions

- Rigorous, relevant high school
- Relevant middle grade experiences
- Dynamic elementary grade education
- High-quality Pre-K availability

Student Outcomes

To measure progress toward achieving these goals, the State Board relies on the following indicators:

- Remedial and developmental studies rate at Tennessee postsecondary institutions for recent high school graduates
- College-going rate
- Graduation rate
- ACT readiness subject-area benchmarks for college and workforce training:
ACT (11th or 12th grade)
ACT's PLAN (10th grade)
ACT's EXPLORE (8th grade)
- 8th Grade NAEP
- 4th Grade NAEP

Higher Education

In January 2010, the General Assembly passed the Complete College Tennessee Act (CCTA), a comprehensive reform agenda that seeks to transform public higher education through changes in academic, fiscal and administrative policies at the state and institutional level. At the center of these reforms is the need for more Tennesseans to be better educated and trained, while also acknowledging the state's diminished fiscal capacity to support higher education.

Among other charges, the CCTA directed the Commission to develop a master plan that holds higher education accountable for increasing the educational attainment level of Tennesseans. As instructed by T.C.A. §49-7-202(c)(1) this plan must: (A) address the state's economic development, workforce development and research needs; (B) ensure increased degree production within the state's capacity to support higher education; and (C) use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations and competitive research. The *Public Agenda* was substituted for the traditional *Master Plan* in order to reflect the collaborative process that was required to develop this shared policy agenda. As a result, the 2010-15 higher education public agenda targets full implementation of the letter and spirit of the CCTA.

The overarching goal of the *Public Agenda* is to have Tennessee meet the projected national average in educational attainment by 2025. The primary state policy levers for addressing the state's educational needs include promoting: (1) productivity and efficiency through an outcomes-based funding formula; (2) quality assurance through revised performance funding standards; (3) economic and workforce development through responses to a study of labor market supply and demand; (4) efficiency and effectiveness through purposeful reporting; (5) efficiencies through mission and sector

differentiation; (6) efficiencies through inter-institutional collaboration and reduced duplication; and (7) efficiencies through incentives for extramural support.

2010-15 Public Agenda Policy	Status
Outcomes Based Funding Formula	Approved for implementation AY2011-12
Performance Funding Standards	Completed April 2011 as the quality assurance counterpart to the productivity-based Funding Formula
Study of Labor Market Supply & Demand	Joint report by THEC & CBER published in April 2011 to help target the State's increased degree production
Purposeful Reporting	Beginning November 2012, first <i>Public Agenda</i> progress report to be published.
Institutional Mission Differentiation	Mission profiles approved November 2010 and incorporated into Funding Formula; profiles also serve as a tool for program approval
Collaboration and Reduced Duplication	On-going: Remedial and developmental course delivery reform; General Education core complete and integrated into transfer pathways in Fall 2011; Low-producing program monitoring continues annually and reported to the Commission at its January meeting.
Incentives for Research Enhancement	On-going: UT-K/Oak Ridge National Laboratory collaboration and Memphis Research Consortium

The extent to which state needs in public education are being met as determined by such board and commission:

In 2009, the State Board of Education and the Tennessee Higher Education Commission identified objectives for the state's education system that were critical to the future of all Tennesseans. These measures align with the College and Career Ready Policy Institute (CCRPI) benchmarks as adopted by the Board and the Commission.

As a participant in the CCRPI, Tennessee was one of eight states funded by the Gates Foundation, Achieve, and Education Trust to develop a P-16 policy framework to ensure that standards and student learning assessments meet state goals. The CCRPI helps states put elementary and secondary assessment and accountability systems in place that will ensure that all students graduate from high school college- and career-ready. These benchmarks outline skill levels necessary for student progression in elementary and secondary education and demonstrate the skill attainment necessary for entry into college or a career upon graduation from secondary education. Improved assessment and accountability ensure curriculum is not duplicated and students obtain the necessary skills before progressing. The following 15 indicators

are categorized to follow a student's progression through K-12 and higher education and serve as a viable reporting framework for this Joint Report.

- **School Readiness** (2): Designed to monitor and evaluate student preparation for academic success through elementary school testing.
- **Career- and College-Readiness** (9): Designed to monitor and evaluate middle and high school standardized assessments, high school graduation rates and academic preparation for postsecondary coursework.
- **Postsecondary Access and Success** (4): Designed to monitor and evaluate postsecondary student enrollment, retention and graduation rates.

Tennessee College and Career Ready Goals and Indicators

School Readiness

1. *The percentage of 3rd grade students (spring) who score at or above proficient on the TCAP reading/language arts assessment; and the percentage of 4th grade students (fall) who score at or above proficient on the NAEP reading assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
3 rd grade TCAP	42% proficient	60% proficient	75% proficient
4 th grade NAEP	28% proficient	39% proficient	56% proficient

Source: Tennessee Department of Education

2. *The percentage of 3rd grade students (spring) who score at or above proficient on the TCAP mathematics assessment; and the percentage of 4th grade students (fall) who score at or above proficient on the NAEP mathematics assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
3 rd grade TCAP	48% proficient	64% proficient	77% proficient
4 th grade NAEP	29% proficient	42% proficient	60% proficient

Source: Tennessee Department of Education

College and Career Readiness

3. *The percentage of 7th grade students (spring) who score at or above proficient on the TCAP reading/language arts assessment; and the percentage of 8th grade students (fall) who score at or above proficient on the NAEP reading assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
7 th grade TCAP	43% proficient	57% proficient	75% proficient
8 th grade NAEP	28% proficient	38% proficient	55% proficient

Source: Tennessee Department of Education

4. *The percentage of 7th grade students (spring) who score at or above proficient on the TCAP mathematics assessment; and the percentage of 8th grade students (fall) who score at or above proficient on the NAEP mathematics assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
7 th grade TCAP	29% proficient	51% proficient	70% proficient
8 th grade NAEP	25% proficient	39% proficient	58% proficient

Source: Tennessee Department of Education

5. *The percentage of 8th grade students (fall) who meet college-readiness benchmarks of the ACT EXPLORE assessment in English, reading, mathematics, and science.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
EXPLORE English	65% meeting CCR benchmark	71% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Reading	45% meeting CCR benchmark	61% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Math	37% meeting CCR benchmark	57% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Science	15% meeting CCR benchmark	46% meeting CCR benchmark	75% meeting CCR benchmark

Source: Tennessee Department of Education

6. *The percentage of 10th grade students (spring) who meet college-readiness benchmarks of the ACT PLAN assessment in English, reading, mathematics, and science.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
PLAN English	67% meeting CCR benchmark	74% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Reading	41% meeting CCR benchmark	61% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Math	26% meeting CCR benchmark	64% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Science	16% meeting CCR benchmark	49% meeting CCR benchmark	80% meeting CCR benchmark

Source: Tennessee Department of Education

7. *The percentage of students who score at or above proficient on the TCAP end of course assessment in English III.*

Targets will be set after administration of the English III assessment.

8. *The percentage of students who score at or above proficient on the TCAP end of course assessment in Algebra II.*

Targets will be set after administration of the Algebra II assessment.

9. *The percentage of high school graduates who meet ACT college-readiness benchmarks in English, reading, mathematics, and science.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
ACT English	55% meeting CCR benchmark	68% meeting CCR benchmark	80% meeting CCR benchmark
ACT Reading	40% meeting CCR benchmark	60% meeting CCR benchmark	80% meeting CCR benchmark
ACT Math	24% meeting CCR benchmark	82% meeting CCR benchmark	80% meeting CCR benchmark
ACT Science	18% meeting CCR benchmark	49% meeting CCR benchmark	80% meeting CCR benchmark

Source: Tennessee Department of Education

10. *The percentage of first-time 9th grade students who graduate on-time with a regular diploma (longitudinal cohort method)*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
Longitudinal cohort graduation rate	82% (estimate)	90%	92%

Source: Tennessee Department of Education

11. *The percentage of first-time college and university first-time freshmen enrolled only in credit-bearing courses.*

Indicator	Baseline Fall 2009	Results Fall 2010	Interim Target Fall 2015	Target Fall 2020
Prior yr public HS grads	60,494	62,413	TBD	TBD
PUBLIC UNIVERSITIES				
First-time freshman recent HS grads	13,281	14,810		
# (& %) no remedial- developmental	10,817 (81.5%)	12,107 (81.8%)	85%	90%
COMMUNITY COLLEGES				
First-time freshman recent HS grads	9,704	9,986		
# (& %) no remedial- developmental	3,243 (33.4%)	3,162 (31.7%)	35%	40%
TOTAL				
First-time freshman recent HS grads	22,985	24,796		
# (& %) no remedial- developmental	14,060 (61.2%)	15,269 (61.6%)	65%	70%

Note: This table reflects TN public high school graduates who enrolled as first-time freshmen in college immediately after high school graduation (subsequent fall term or summer continuing into the fall) and enrolled only in credit-bearing courses (no remedial or developmental).

Source: THEC Student Information System

Postsecondary Access and Success

12. *The percentage of high school graduates who have attained postsecondary credit in Tennessee public institutions through dual enrollment, dual credit, Advanced Placement exams and International Baccalaureate exams, or have attained industry certification.*

Indicator	Baseline 2009-10	Results 2010- 2011	Interim Target 2014-15	Target 2019-20
# TN Public HS grads	61,147	62,127	TBD	TBD
# (& %) w/ AP subj exam ≥3	3,473 (5.7%)	5,239 (8.4%)	TBD	TBD
# (&%) w/ any dual enrollment	8,728 (14.3%)	9,293 (15.0%)	TBD	TBD
# (&%) with both	1,215 (2.0%)	1,450 (2.3%)	5%	10%
# (&% with either	9,771 (16.0%)	11,632 (18.7%)	20%	25%

Note: Students graduating with dual credit, IB, or industry certifications are excluded because THEC does not routinely receive information on these forms of acceleration credit. Public high school graduates that attempted any dual enrollment while in high school, and graduates that scored a 3 or better on AP subject area exam are included. No attempt was made to add in graduates from Williamson County which does not provide social security numbers.

13. *The percentage of recent public high school graduates enrolled in postsecondary education.*

Indicator	Baseline 2009-10	Results 2010-11	Interim Target 2014-15	Target 2019-20
# TN Public HS grads	62,413	Information Pending	TBD	TBD
# (& %) enrolling in postsecondary	35,523 (56.9%)	Information Pending	60%	65%

Note: The college-going rate includes all in-state and out-of-state institutions which participate in the National Student Clearinghouse, a non-profit organization which collects student enrollment information from more than 3,300 colleges, enrolling 92% of US college students. College-going rates reflect only students who attended

college in the immediate fall semester following high school graduation. The baseline year of 2009-10 refers to the HS graduation year of the cohort of TN public high school graduates followed. Utilizing the THEC Student Information System and the National Student Clearinghouse, these graduates were tracked for immediate subsequent enrollment (in Fall 2010) in public and private postsecondary institutions statewide and nationwide. Utilizing Free Application for Federal Student Aid (FAFSA) data, an effort was made to include graduates from Williamson County, which does not provide students' social security numbers.

Source: THEC Student Information System, TNDOE and National Student Clearinghouse.

14. *The percentage of recent public high school graduates who successfully complete one year of postsecondary education, including industry certification.*

Indicator	Baseline 2008-09	Results 2009-10	Interim Target 2014- 15	Target 2019-20
# TN public HS grads	50,396	56,718	TBD	TBD
# (& %) enrolling in postsecondary w/in 16 months of HS graduation <u>and</u> completing 24 credits w/in 2 years of matriculation				
TN Community Colleges	6,031 (12.0%)	6,494 (11.5%)	TBD	TBD
TN Public Universities	13,176 (26.1%)	14,905 (26.3%)	TBD	TBD
Total	19,207 (38.1%)	21,399 (37.7%)	40%	45%

Notes: Interpretation of this measure is consistent with a similar measure used in Race to the Top reporting. The cohort for the 2008-09 baseline above graduated from HS in 2005-06 and was given 16 months from May 2006 (i.e., December 2007) to enroll in TN postsecondary. Then, the cohort was given two years from the start of the Spring 2008 semester (i.e., December 2009) to accumulate at least 24 postsecondary credits. The same method was used for the 2009-10 cohort, whose postsecondary activity was tracked through December 2010.

Source: THEC Student Information System

15. *The percentage of first-time, full-time postsecondary students completing degrees within 150% of normal degree program time (e.g., three years for associates degree and six years for bachelor's degree) in Tennessee public institutions.*

Indicator	Baseline 2009-10	Results 2010-11	Interim Target 2014- 15	Target 2019-20
CC FTFT freshmen	11,559	11,507	TBD	TBD
CC 6-yr grads (& rate)	3,490 (30.2%)	3,607 (31.3%)	TBD	TBD
TBR university FTFT freshmen	10,271	10,365	TBD	TBD
TBR 6-yr grads (& rate)	4,752 (46.3%)	4,903 (47.3%)	TBD	TBD
UT FTFT freshmen	7,067	6,914	TBD	TBD
UT 6-yr grads (& rate)	4,314 (61.0%)	4,424 (64.0%)	TBD	TBD
TN PUBLIC FTFT freshmen	28,897	28,786	TBD	TBD
TN PUBLIC 6-yr grads (& rate)	12,556 (43.5%)	12,934 (44.9%)	TBD	TBD

Notes: "FTFT freshmen" means first-time, full-time freshmen. A cohort of first-time full-time freshmen beginning in the fall semester (or enrolling in summer and continuing full-time in the fall) was tracked for any degree completion within a six year period. For instance, the Fall 2004 FTFT cohort was tracked through academic year 2009-10, and appears above in the Baseline 2009-10 column. Graduates are credited to the admitting institution even if they graduated elsewhere. The absence of a "degree intent" flag in the TBR, UT, or THEC databases makes it impossible to derive an associate's degree completion rate within 150% of normal time. In fact, many students who begin at a community college transfer and finish a bachelor's degree within the tracking period. Although successful by any measure, these students would appear as non-successes in such an associate's degree graduation rate. Graduation rates are reported for each sector; goal-setting for each sector is within the scope of the appropriate governing board.

Source: THEC Student Information System

Appendix A:
Tennessee High School Graduation Requirement

Current Basic High School Requirements	Requirements for Students Beginning High School in Fall 2009
TOTAL CREDITS REQUIRED: 20	TOTAL CREDITS REQUIRED: 22
MATH: 3 Credits Including either Geometry or Algebra II	MATH: 4 Credits Including Algebra I, II, Geometry and a fourth higher level math course
SCIENCE: 3 Credits Including one physical science course and Biology	SCIENCE: 3 Credits Including Biology, Chemistry or Physics, and a third lab course
ENGLISH: 4 Credits	ENGLISH: 4 Credits
SOCIAL STUDIES: 3 Credits	SOCIAL STUDIES: 3 Credits
WELLNESS: 1 Credit	PHYSICAL EDUCATION AND WELLNESS: 1.5 Credits
ELECTIVE: 6 Credits	PERSONAL FINANCE: .5 Credits
	FOREIGN LANGUAGE: 2 Credits FINE ARTS: 1 Credit May be waived for students not going to a University to expand the elective focus
	ELECTIVE FOCUS: 3 Credits Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)
	CAPSTONE EXPERIENCE: Requirements to be determined by local Board of Education

Appendix B:
**Minimum High School Course Requirements for Regular Undergraduate
Admission to Tennessee Public Higher Education Institutions**

Subject Area and Units High School Courses Fulfilling Requirements Fall 2010 through Fall 2012	
English <i>4 units required</i> English I, II, III, and IV Applied Communication substitutes for English III or IV	Algebra I and II <i>2 units required</i> Algebra I and II Technical Algebra (Formerly known as Math for Technology II)
Visual/ Performing Arts <i>1 unit required</i> Theatre Arts Visual Arts Music Theory Music History Vocal Music Instrumental Music Art History General Music	Advanced Mathematics <i>1 unit of geometry or an advanced course with geometry as significant component required</i> Technical Geometry Pre-Calculus Calculus Probability and Statistics Math IV Trigonometry
Foreign Language <i>2 units in same language required</i> Latin Spanish German Russian Japanese	Natural/ Physical Sciences <i>2 units required one must be a laboratory course in biology, chemistry, or physics</i> Biology I and II Physical Science Chemistry I and II Physics Principle of Technology I Ecology and Conservation of Natural Resources Principles of Technology II Nutrition Science Physiology Biology for Technology Science 1-A (Ag Science) Geology
U.S. History <i>1 unit required</i> U.S. History Social Studies <i>1 unit required</i> World History Ancient History Modern History World Geography European History	

Note: Admission requirements will be revised for Fall 2013